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ABSTRACT

This report describes some of the findings of a survey of 44 members of the Faculty Senate at the Madison campus of the University of Wisconsin. Categories of responses are the personal dimension, teaching and administration, and the political dimension. Results indicate no urgent desire for reforms, greater interest in research than in teaching, and lack of confidence in the Senate's ability to bring about change. Inconclusive evidence suggests that faculty who are liberal on national and world issues become more conservative when discussing academic matters which affect them directly. The Faculty Senate questionnaire form is included. (MJM)

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Preliminary Report of the Madison Faculty Senate Study, 1972-1973

This report describes some of the findings of a survey of 44 members of the Faculty Senate at the Madison campus of the University of Wisconsin.[1] The survey was designed primarily to reveal the attitudes of the Senate toward certain campus, university and national issues, with a major emphasis on educational topics of current interest, both pedagogical and political. The data described are from that part of the survey which used, as its instrument, a modified version of the questionnaire used by the Carnegie Commission on Higher Education.[2] The survey was carried out by graduate students registered in a graduate seminar in the Department of Educational Policy Studies, under the guidance of Professor Philip G. Altbach. The main purpose of this report is to fit the responses to some 223 questions into what seem to be appropriate categories, in order to place the raw data in a meaningful conceptual framework. The categories used are necessarily somewhat arbitrary, but the actual questions and the aggregate percentage responses to them are attached to this report as appendix A. Some of the findings are compared with those of other agencies, such as the Carengie Commission on Higher Education, and some tentative conclusions, or hypotheses, are advanced to account for the data.

It would obviously be surprising if the responses to the University of Wisconsin Faculty Questionnaire corresponded very closely in all respects to the responses elicited by the Carnegie Commission, despite the fact that the bulk of the questions used in Madison were taken from the Carnegie questionnaire.[3] Differences might be expected between the two sets of responses because of differences in the samples used in each case. The Carnegie questionnaire, for example, was administered in the Spring of 1969, Madison questionnaire in the Fall of 1972. There may have been major and minor changes in the attitudes surveyed in the population in that time. Other differences may be explained by the fact that the Carnegie Commission's findings are weighted to be representative of all types of American universities and colleges, while the Wisconsin questionnaire was submitted only to faculty of the Madison campus of the University of Wisconsin, a high class institution.[4] This means, for instance, that all of the Madison respondents held at least the Ph.D. degree or its equivalent, and many are well known in their respective disciplines whereas, of the Carnegie Commission's respondents, 35.6% held only the M.A. or its equivalent.[5] Another reason for expecting differences in responses to the two instruments is the nature of the Madison sample, which is not only unrepresentative of university and college faculties in general, but is also unrepresentative of the Madison fauclty, since the sample was chosen from among members of the Faculty Senate only. The choice of this group resulted in a sample which is heavily weighted in favor of senior members of departmentss, as is evident when the distribution of faculty ranks in the Senate sample is contrasted with the distribution for the Madison campus as a whole, and with the Carengie sample:[6]

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Rank of respondent	Source of responses: Carnegie Commission	Madison Campus	Faculty Senate
Professor	22*	44	61
Associate Professor	19	21	18
Assistant Professor	27	22	18
Instructor	20		
Lecturer	3		

The Senators are also better paid than the Madison faculty as a whole, with a higher average income than the faculty's average of $16,673. The Senate sample does not, however, seem to differ significantly, in its ratio of males to females, from the other two groups. The figures are as follows:[8]

	Percentage of respondents, by source: Carnegie Commission	Madison Campus	Faculty Senate
Male	80	86	87
Female	20	14	13

The possible significance of these differences will be discussed below. An initial descriptive analysis of the aggregate data gathered in the survey might appropriately be called a profile of the Madison Faculty Senate.

A PROFILE OF THE MADISON FACULTY SENATE

THE PERSONAL DIMENSION

The personal data are of general interest in that they make possible comparisons with other groups such as the general public, the faculty as a whole, and other faculties of other universities. For the sake of relative brevity, very little comparative analysis will be attempted in this, or other sections.

We find that Senators tend to mix socially with other faculty members. In response to the question, "How many of the people you see socially

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*Figures for respondents are expressed in percentages unless otherwise stated, and all percentages in this report are rounded to the nearest whole number. Some categories may be omitted, so that percentages will not always total 100, the true figures may be found in appendix A to this report.

are: (a) members of the faculty here? (b) members of your department?" (11)* the responses were:

	(a)	(b)
Almost all	11	5
Most	34	27
About half	25	18
Some	27	48
None	2	2

Not surprisingly, since they are mostly senior faculty members of a high ranking institution, most of the respondents consider themselves successful in their careers. Thirty-six percent say they are very successful, only 5% say that they are fairly unsuccessful, and none see themselves as very unsuccessful. Seventy-one percent describe themselves as intellectuals, though 41% use this label with reservations. (23,27)

Senators seem to be fairly busy people. Forty-one percent of the respondents said that they subordinate all aspects of their life to their work, and we find that very few Senators manage to attend concerts, films, plays, art exhibitions or athletic events more than once a month. (It is possible, of course, that the kinds of relaxation favored by Senators were not offered as responses to the question.) (27, 49)

The Senate is not particularly religious, in the institutional sense, only 16% attending church once a week or more, while 62% attend only a few times a year or less. (49) A likely explanation for this fact is given in response to a later question, 61% of respondents are indifferent to, or basically opposed to religion. In all cases the percentage of respondents still adhering to the religion in which they were raised showed a decline. Most of the Senators were raised in the Protestant faith, that is 71%, and all were white/Caucasian, but only half of the former Protestants were still members of that religion at the time of the survey. The percentages raised as Catholics or Jews, both the same at 11%, had declined to 5% and 7% at the time of the survey. (It should be remembered, however, that the sample contained only 44 members.) The only group that showed an increase with respect to religious belief was that of the atheists. Five percent of the sample was raised in no religion, by the time of the survey this group had increased to 32% of the sample. (51)

Senators tended to marry persons with relatively high academic qualifications, 71% of spouses had graduated from college, and 30% had attended graduate or professional schools. Parents were less well educated, only 25% of mothers and 27% of fathers had graduated from college. (52) Eighty-two percent of the respondents are married and only 14% had never married; 75% of respondents had two or fewer dependent children. (56,57) The personal data supplement a larger body of information relevant to teaching and administration.

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*Numbers in brackets refer to questions. (See appendix A)

TEACHING AND ADMINISTRATION

Factual Information

In terms of classroom hours, 54% of respondents taught no more than six hours a week, and 79% no more than nine hours during the first semester of the 1972-73 academic year. Only 23% taught wholly graduate classes. Seventy percent of respondents had more than twenty-five students at all levels enrolled in their courses that semester, with 24% having no more than one hundred students. (2,3,4)

A majority of respondents, 61%, spend four hours uninterruptedly on professional reading, writing or research at least once a week. (49) The rest of the working week is spent in the following activities: (30)

Proportion of time spent in activity	Percentage of respondents engaged in Administration	Counsulting	Outside professional practice
None	2	41	68
1-10%	39	50	23
11-20%	21	7	4
21-40%	27	2	
41-60%	0		
61-80%	2		
81-100%	9		

It is interesting to note that, despite all that is said about the need to 'publish or perish', about one third of the senators sampled had published no books or monographs, though very few indeed had not published at all. The figures for publications are as follows: (32,33,34)

Number of articles published in academic or professional journals	Percentage of respondents in each category
None	5
1-2	9
3-4	11
5-10	18
11-20	18
More than 20	0
Number of books or monographs published or edited, alone or in collaboration	
None	34
1-2	39
3-4	16
5 or more	11

Number of professional writings published or accepted for publication in last 2 years	Percentage of respondents in each category
None	11
1-2	25
3-4	34
5-10	23
More than 10	7

As might be expected of Senators, very few were recent arrivals in Madison, 68% having been working on campus for more than six years, and 27% having been here for more than twenty years. Nearly half of the respondents had been employed by only one other institution. (21, 22)

These are some of the parameters of academic life for the Senator. More interesting, perhaps, is his collective attitude toward the conditions in which he carries on his profession.

Attitudes Toward the Conditions of Academic Life

Despite the widespread feeling, voiced during the interviews which accompanied this study, that the Madison campus of the University of Wisconsin is a graduate-oriented institution, the undergraduate does not fare too badly, in the opinion of the Senators. In fact, as we shall see, the Senators are probably incorrect in this assessment. However, 80% of respondents said that they do not discourage undergraduates from seeing them outside regular office hours. Fifty-seven percent of respondents felt that undergraduates are basically satisfied with the education they are getting, and 59% felt that most faculty at the Madison campus are strongly interested in the academic problems of undergraduates.

The impression given, that the Senate is satisfied with the conditions of undergraduate education, is strengthened by the fairly conservative stand of Senators on matters related to change in these conditions. The following table illustrates a conservative trend, for a more complete picture reference should be made to question 7 appendix A. The question was, Please indicate your agreement or disagreement with each of the following statements." The intensity of agreement is indicated thus: 1. Strongly agree, 2. Agree with reservations, 3. Disagree with reservations, 4. Strongly disagree. The responses were as follows:

	1	2	3	4
The typical undergraduate curriculum has suffered from the specialization of faculty members	14	21	39	25
	$x^2 = 5.72$ $p > .1$			
Most American colleges reward conformity and crush student creativity	5	34	46	9
	$x^2 = 20.63$ $p < .005$			
More minority group undergraduates should be admitted here even if it means relaxing normal academic standards of admission	7	46	25	23
	$x^2 = 13.27$ $p < .005$			
Any special academic program for black students should be administered and controlled by black people	5	21	46	27
	$x^2 = 15.18$ $p < .005$			
Any institution with a substantial number of women should offer a program of women's studies if they wish it	14	27	41	18
	$x^2 = 10.63$ $p < .025$			
Undergraduate education in America would be improved if:				
All courses were elective	5	7	25	64
	$x^2 = 7.63$ $p < .1$			
Grades were abolished	14	11	23	52
	$x^2 = 6.63$ $p < .1$			
Course work were more relevant to contemporary life and problems	21	27	32	18
	$x^2 = 13.18$ $p < .005$			
Colleges and universities were governed completely by their faculty and students	7	36	36	18
	$x^2 = 21.09$ $p < .005$			
There were less emphasis on specialized training and more on broad liberal education	9	25	59	7
	$x^2 = 9.36$ $p < .025$			

There are, at least, no strong indications of a desire for liberal change in these figures.

A majority of 85% of Senators feel that the administration of their departments is democratic, and 55% feel that it is very democratic. (7) It should be pointed out, however, that most of those surveyed are senior members of their departments.

Most respondents felt that the size of their department was about right (68%), but half thought that the university itself is too big. (8)

Eighty-five percent of the respondents feel that their field is not too research oriented, and a smaller majority of 59% prefers teaching courses which focus on limited specialties to teaching those courses which cover wide varieties of material. Eighty-six percent felt that genuine scholarship is threatened in universities by the proliferation of big research centers.

The pressure to publish is evident in an 84% affirmative response to the statement that it is difficult to achieve tenure without publishing, but 59% felt that teaching effectiveness should not replace publication as the prime criterion for promotion of faculty. However, contrary to what one might expect for a graduate-oriented school, a fair majority of respondents (73%) feel that faculty promotions should be based in part on formal student evaluations of their teachers. (27)

We begin to get an indication that the conditions of undergraduate education are not as good, for the undergraduate, as the Senators seem to imagine, in responses to an item which said:

> (28) Given the following four possible activities of academics, please mark the first three in order:
> 1. According to their importance to you personally
> 2. According to your understanding of what your institution expects of you

The responses of first order were:

	1st importance to: respondent	institution
Provide undergraduates with a broad liberal education	14	23
Prepare undergraduates for their chosen occupation	18	23
Train graduate or professional students	41	24
Engage in research	34	27

The respondents are not as heavily research oriented as some critics of university faculties seem to maintain. The Carnegie Commission note that the emphasis on research rises in direct variation with the prestige of an institution, and this would lead to the expectation that the Madison faculty should be more research oriented than the national average.[8] This expectation is borne out by the figures, which also indicate that respondents' interests are fractionally biased toward teaching. The findings are contrasted with those of the C rnegie Commission for all American universities and colleges:[9]

(35) Do your interests lie primarily in teaching or in research?

	Madison Senate	Carnegie Commission
Very heavily in research	7	4
In both, but leaning toward research	39	20
In both, but leaning toward teaching	39	30
Very heavily in teaching	14	46

There is obviously much less interest in teaching in the Madison sample than in the general population of faculties. There is, however, no good reason to believe that the Senate sample is representative of the Madison faculty in this respect. The Senate sample is made up largely of faculty who have tenure and for whom the pressure to publish research findings may have diminshed.

In the interviews which made up part of this study many professors expressed their anxiety about the possibility that the merger of the University of Wisconsin systems, and relatively low rates of pay in Madison, along with recent cuts in funding, might result in an exodus of valuable faculty from this institution. It is difficult to say just what the data tell us in this respect.

The Senators seemed to be relatively content with their lot in Madison, even quite happy about the conditions under which they work. Forty-eight percent of respondents rated their salaries as being good, and 25% said they were excellent. Only 5% felt that their salaries were poor. Respondents thought that the reputations of their respective academic departments outside the university were excellent (50%) and good (45%), and there was general satisfaction with teaching loads (71% rated it good or better), ratio of teaching faculty to students (57%), the administration (59%) and the availability of research funds.

The Madison campus is evidently an intellectually stimulating place at which to work since 46% rated the intellectual environment as excellent, and 50% as good, while 34% described the cultural resources as excellent, and 57% as good. (48) This may help account for a general satisfaction with the institution, 77% of respondents said that the Madison campus was a very good place for them, and 21% felt that it was fairly good for them. (24)

Despite this picture of general contentment, however, a majority of respondents indicated a willingness to move to another university. When asked if they thought they could be equally satisfied with life in any other college or university 27% said 'definitely yes' and 55% said 'probably yes'. (25) We also find that 30% of Senators had received an offer of another job in the previous two years, and 41% had a serious inquiry made about their availability for another position. Whether this institution can continue to hold its senior faculty is not clear from the data generated by this questionnaire. It obviously depends on the faculty's perceptions of the position in Madison, and the availability of jobs elsewhere. Even when the assessment of the conditions in Madison is high, respondents still seem to be willing to move to another university. We might expect a widespread decline in satisfaction with conditions in Madison to lead to an exodus of those who can get jobs elsewhere.

One thing that seems unlikely is that, given the opportunity, the respondents would move out of the academic world altogether. The majority said that they would definitely (50%) or probably (43%) want to be a university professor again if they could begin their careers once more. (26)

From this scene of qualified but general satisfaction we move to the more contentious issues of polities.

THE POLITICAL DIMENSION

Level of Political Activity and Influence

Despite the fact that all of the respondents were members of the Faculty Senate and that 53% of them felt that they were active in the faculty government of the University, none of the respondents felt that he had a great deal of opportunity to influence the policies of the university, and only 11% felt that they had quite a bit of influence. There was not a total feeling of powerlessness, however, 73% of the respondents felt that they had some influence on university policy. In departmental affairs, as might be expected of senior faculty, the Senators felt that they were more active than in university affairs, and more influential. Forty-six percent said that they had a great deal of influence on the affairs of their departments, and 39% felt that they had quite a bit of influence; (9,10) in terms of off-campus, career-related political affiliations, 32% were members of the American Association of University Professors, and 11% of United Faculty.

Attitudes Toward Student Activism as Generally Related to University Issues

Interest in student activism has declined with the decline of violent protest in recent years, but many issues remain salient for the university community. It has been said that university faculty are liberals on national and international issues, but that they become more conservative the closer the issue gets to home. [11] If this is true there are disappointments in store for anyone who advocates liberal educational reforms, if he expects faculty support in implementing those reforms. For this reason it is interesting to examine the respondents' attitudes toward student activism in general, and student activism as it might affect the respondents directly. While it is not proposed to test the possible ambivalence of faculty attitudes here, since this requires an examination of individual responses, some aggregate trends can be discerned.

Responses to the fairly general question, "What do you think of the emergence of radical student activism in recent years", showed that none of those surveyed approve unreservedly of student activism, though 56% approved with reservations. The reservations can probably be attributed to general disapproval of the methods and rhetoric of some of the activists. (12) This hypothesis is given some support by responses to the next question which referred to an on-campus reaction to an off-campus issue. It was:

(13) How would you characterize your attidue toward the 1970 strikes against the Cambodian invasion and Kent State killings?

The percentage responses were as follows:

Approved of the demonstrators' aims and methods	---- 18%
Approved of their aims but not their methods	---- 59%
Disapproved of their aims	---- 21%
Uncertain or mixed feelings	---- 2%

Presumably, if the students had not struck the university, but had simply drafted a letter of protest, or taken some other action which did not disrupt the functioning of the university, there would have been almost 80% support for the students on this issue.

There is further evidence of non-specific support of student activism in that, in response to the statements: "Political activities by students have no place on a college campus", and "Student demonstrations have no place on a college campus", about 90% of respondents, in each case, expressed their disagreement. (16) That this support for student activism stops short of an endorsement of methods used in the past by many activists is shown by a 64% support for the statement: "Students who disrupt the functioning of a college should be expelled or suspended." (16) There was, however, an overall consistency in the respondents' position in that 57% of them agreed that faculty members should not be free on campus to advocate violent resistence to public authority. (16)

It may be the case that, in wishing to avoid campus disruption, the Senators were expressing sentiments consistent with their ideals. Seventy-seven percent of the respondents saw in campus disruptions a threat to academic freedom. (16)

While there seems to be a fairly general agreement among respondents that disruptive methods are not an acceptable response to political issues, there is no agreement concerning a hypothetical strike action by teaching assistants or faculty. There was an almost even split in responses to the suggestion that 'there are circumstances in which a strike would be a legitimate means of collective action for (a) faculty members, and (b) teaching assistants'.

The Senate seems to be slightly more 'liberal' than the national sample, though one might reasonably expect the Senate sample to be more 'conservative' than the total Madison faculty, because their median age is higher than that of the faculty in general. [12] The responses to the question: "How would you characterize yourself politically at the present time?", were as follows: (40)

	Madison Senate	Carnegie Commission
Left	5	5
Liberal	57	40
Middle-of-the-road	25	26
Moderately conservative	11	21
Strongly conservative	2	3

This self-perceived political stance seems to be borne out, inferentially at least, by responses to off-campus issues where respondents generally take a 'liberal' position. The term 'liberal' is not easy to define with any precision, and is used here in the sense that various positions on civil rights issues, abortion, drugs, etc., have been identified as liberal, as opposed to conservative, by the communications media. This is not a very adequate definition of the term but, as more than one respondent pointed out, a political stance is not easily labelled. We are here, in any case, dependent on the individual respondent's interpretation of the terms used in the question to describe political stance.

Thus, the 64% of respondents who agree with the statement: 'Where de facto segregation exists, black people should be assured control over their own schools', are taken to be expressing a liberal sentiment. There is no very clear stance on the merits of busing to achieve racial integration in public elementary schools, but about 80% of respondents were against imprisoning returning draft dodgers and deserters and in favor of the legalization of abortion, and 70% were for legalizing marijuana. (38)

The sample supported Humphrey over Nixon in the 1968 federal elections, and almost exactly the same percentages were going to vote for McGovern (71%) and Nixon (21%) in the 1972 elections. (41, 42)

Closer to home, we find that the Senators were not about to give control of the university to the students. No respondent was willing to give either graduate or undergraduate students control over the following: Faculty appointment and promotion, undergraduate and graduate admissions policy, bachelor's or advanced degree requirements, and the content and provision of courses. This response is hardly surprising, if faculty relinquished control in these areas they would have very little left. But if we look further we find that no more than 16% of respondents were, in any case, willing to give students voting power on committees on these issues. It seems, then, that the

vast majority of the Senate is prepared to do no more than consult students on issues important to their education, Only in the case of students discipline is a majority willing to grant students the power to make decisions, in the other areas, they are not even to be allowed to influence decisions except by persuasion. (15)

Given the evidence discussed above, and the responses to question 6, it seems fairly safe to conclude that liberal professors do become conservatives when faced with issues which affect them directly, or encroach on their prerogatives. The majority of respondents, when asked if they felt that 'there is often a contradiction between the faculty's liberalism on political matters concerning the nation and world but an apparent conservative stance on academic issues' were willing to admit that this is probably the case. None of the respondents showed any surprise at the suggestion, and nearly half of them put it down to human nature. Perhaps it is human nature. Perhaps it would be unfair to ask faculty to trascend human nature, and to be more consistent in their political ideologies than other people. If they are not consistent, however, then they are open to charges of hypocrisy.

It would not be wise to make too much of this analysis of ideological inconsistency since it is based on aggregate and inconclusive data. It may well be the case that liberals are inconsistent, but that conservatives are not, or even that there is no real inconsistency at all. An analysis of the replies of individuals to a range of questions would have to be made before any more definite statements become possible. The relevant data are available in this, and the Carnegie Commission's study.

Summary and Conclusions

The Faculty Senate, whatever its limitations, is the body elected to represent the faculty as a whole. The Senate is the official voice of the faculty and, whether its recommendations are ignored by the Regents or not, it expresses the formal opinions of the Faculty on such matters as undergraduate teaching, admissions standard, grading policies and evaluative procedures. If the Senate is, as Kenneth M. Dolbeare implies in Academic Supermarkets, "...usually incapable of (and uninterested in) either supporting or inspiring even the most modest departures from educational practices..." [13] then it might be argued that little educational change is likely to take place. The faculty is the body most intimately concerned with educational practice and it seems unlikely that liberal academic changes will be effected without the cooperation of the faculty and its elected representatives. On the other hand, if the Faculty Senate desired educational change but saw itself as impotent to bring about such change, then it might not work with any conviction for reforms. Thus the attitudes

and self-perception of the Senators may have important implications for the future of the Madison campus. Using the results of this survey we are now in a position to draw some tentative conclusions and to attempt an empirical evaluation of Dolbeare's statement.

Respondents' attitudes toward the conditions of academic life lend credence to the hypothesis that the faculty is not likely to support radical change in educational practices. Over half of those questioned felt that the faculty is interested in the problems of undergraduates, and that undergraduates are basically satisfied with their education. This would seem to indicate no urgent desire for reforms.

Where specific issues are involved the conclusion that change seems unlikely to be advocated by the Senate seems unavoidable. There is very little sentiment in favor of relaxing admissions standards in order to enroll more minority group undergraduates. There is a fairly large majority against the abolition of required courses and of grades. Specilized training, as opposed to liberal education, also seems likely to continue in most disciplines. The faculty is determined to retain control of tenure, course content and degree requirements, and to deny students at all levels anything more than a token participation in these areas.

If we examine the education of undergraduates we find evidence to back up Lipset's statement that:

> ...the leading state universities such as Berkeley and Madison which do not have as highly selective undergraduate admissions policies as the major private institutions, but which maintain an elite research-orientated faculty, have created the optimum condition for fostering neglect of the undergraduates. [17]

Nearly half of the Senate is more interested in research than in teaching. The Madison sample is more heavily committed to research than is the national sample, and three quarters of the respondents think that graduate and professional training is more important than undergraduate education. The Madison campus of the University of Wisconsin does not seem to be well designed to promote the simultaneous optimum performance of two of its three major tasks, those of undergraduate education and high-level research. The third major task, graduate education, can probably co-exist with research.

Undergraduate teaching distracts about half the faculty from its preferred task of research and, if we are to believe Lipset, this is the most creative half of the faculty. [15] If the researcher is conscientous in his teaching he will be spending more time on that

activity than he likes. If he neglects his teaching he may suffer from pangs of conscience which may do his work no good either. In either case the undergraduate is likely to suffer. On the other hand independent research is essential to the academic enterprise, and independence is maintained in no place better than in the university.

If one also takes into account in the equation the fact that most of the respondents recognized the need to 'publish or perish' then one may sympathize with the dilemma of the faculty member of an elite state university, and begin to appreciate the magnitude of the pressures bearing down on him. Unfortunately, the result of these pressures is also felt by the undergraduate. One possible solution to the conflict is suggested by Lipset who says that, "...there is a clear and present need to examine the need for, and the possibilities of, a restructuring of the system into a variety of component parts." [16]

The fact that the Senators are seemingly happy in Madison does not mean that they would not be happier still under conditions where the conflict is resolved. When asked, in the interviews, what were the major problems facing the Madison campus, the need to improve undergraduate teaching and for a correct balance between research and teaching ranked second to the problems posed by lack of funds. The most important reform needed in Madison is said to be the improvement of teaching. [17]

The Senate seems to want no major reforms in education, and to have no confidence in its ability to bring about change in any case. Few Senators felt that they could exert much influence on the policies of the university, and nearly half the sample felt that the Senate had lost power and autonomty in recent years. Only one eighth of respondents felt that the faculty had gained power in recent years.

It is obvious, from a number of different responses that, while the majority of Senators expressed liberal sentiments, they would support student activism mainly from the sidelines, preferring that it be nonviolent and not disrupt campus activities and academic life. This bears out the Carnegie Commission's finding that: "The adult faculty liberal-left will, on the whole, disown and oppose the drastic tactics and more extreme objectives of the student activists. Such opposition will, however be voiced from an ideological stance generally sympathetic to these objectives." [19] This is not to say that faculty liberals have lost the courage of their convictions but, as one liberal said, who had spent time in jail for support Southern Blacks in sit-ins in the fifties: "When they start throwing bricks I walk away."

There is some aggregate, but inconclusive, evidence that faculty who are liberal on national and world issues become much more

conservative when discussing academic matters which affect them directly. This bears out the preliminary findings of the Carnegie Commission. [20]

This, it should be emphasized, is an analysis using aggregate data. The purpose was to describe the profile of the Faculty Senate. More sophisticated analyses of the data can and will be made, but until then this analysis will hopefully provide those interested with an understanding of the Faculty Senate

FOOTNOTES

1. A systematic random sample of Senators was chosen. Replacements for potential respondents who were unavailable were also chosen at random. Only one potential respondent refuwed to participate in the study.

2. Modifications consisted mainly of ommissions of Carnegie Commission questions and minor changes or order to make some questions more directly relevant to the Madison campus.

3. A very few questions, mainly relating to women, were added.

4. S. M. Lipset, "The Politics of Academia", in David C. Nichols (ed.) Perspective on Campus Tensions, (Washington, DC American Council on Education, 1970) pp. 115

5. Martin Trow, et al, Technical Report-National Survey of Higher Education, Carnegie Commission on Higher Education, Berkeley, Calif. 1972, pg. 54

6. Ibid

7. Figures supplied by Office of Affirmative Action, Madison campus, University of Wisconsin, Weighted average for Professor, Associate Profs. and Assistant Profs. only.

8. Ibid, p. 52

9. Trow, opcit, p. 55

10. Lipset, op. cit., p. 106

11. K. M. Kolbeare, "Faculty Power", in Philip G. Altbach, Robert S. Laufer and Sheila McVery (eds.), Academic Supermarket, (San Francisco: Jossey-Bass Inc., 1971), pg. 158

12. Lipset, op. cit. p. 115

13. Ibid, p. 96

14. Ibid, p. 118

15. An open ended questionnaire was used as the basis for interviews with all respondents.

16. Ibid

17. Lipset, op. cit pg 88

18. Ibid.

University of Wisconsin Faculty Senate Questionnaire

(Responses of 44 (about 25%) of the members of the University of Wisconsin-Madison Faculty Senate are reported here. All totals are in percentages (Totals of less than 100% indicate that the remainder of responses were N.A. (no answer). The questionnaire is based on an instrument devised by the Carnegie Commission on Higher Education. Data was collected during the fall semester, 1972.)

(in percentages)

1. What is your present rank?

Instructor	0
Assistant Professor	18
Associate Professor	18
Professor	61
Lecturer	2
Other	0

2. How many classroom hours (including lab sections) are you teaching this semester?

1-3	18
4-6	36
7-9	25
10-12	2

3. Are your teaching responsibilities this academic year

Entirely undergraduate	2
Some undergraduate, some graduate	68
Entirely graduate	23
Not teaching this year	7

4. About how many students, at all levels, are enrolled in your courses this term?

None	7
Under 25	18
25-49	25
50-99	23
100-249	20
250-399	2
400 or more	0

5. Do you discourage undergraduates from seeing you outside your regular office hours?

Yes, almost always	0
Yes, but with many exceptions	16
No	80

6. Please indicate your agreement or disagreement with each of the following statements.

1. Strongly Agree
2. Agree With Reservations
3. Disagree With Reservations
4. Strongly Disagree

1 2 3 4
0 0 0 0

	1 2 3 4
Most undergraduates are mature enough to be given more responsibility for their own education	25/43/23/2
Most graduate students in my department* are basically satisfied with the education they are getting	21/59/9/0
Most Ph.D. holders in my field get their degrees without showing much real scholarly ability	2/11/36/43
My department* has taken steps to increase graduate student participation in its decisions	32/30/20/9
Many of the best graduate students can no longer find meaning in science and scholarship	7/7/57/30

*If no graduate program in your department, leave blank.

Some of the best graduate students drop out because they do not want to "play the game" or "beat the system" 5/23/32/32

The female graduate students in my department* are not as dedicated as the males 2/16/23/52

The typical undergraduate curriculum has suffered from the specialization of faculty members 14/21/39/25

This institution should be as concerned about students' personal values as it is with their intellectual development 16/36/34/7

Most undergraduates here are basically satisfied with the education they are getting 2/55/21/9

An individual can be an effective teacher without personally involving himself with his students 11/34/32/23

Most faculty here are strongly interested in the academic problems of undergraduates 9/50/27/7

Most American colleges reward conformity and crush student creativity 5/34/46/9

This institution should be actively engaged in solving social problems 23/43/27/7

More minority group undergraduates should be admitted here even it it means relaxing normal academic standards of admission 7/46/25/23

Any institution with a substantial number of black students should offer a program of Black Studies if they wish it 23/39/27/11

1 2 3 4

Any special academic program for black students should be administered and controlled by black people 5/21/46/27

Any institution with a substantial number of women should offer a program of women's studies if they wish it 14/27/41/18

Federal "affirmative action" programs represent an improper invasion of university autonomy 11/25/27/11

Undergraduate education in America would be improved if:

a) All courses were elective 5/7/25/64
b) Grades were abolished 14/11/23/52
c) Course work were more relevant to contemporary life and problems 21/27/32/18
d) More attention were paid to the emotional growth of students 11/46/39/5
e) Students were required to spend a year in community service at home or abroad 9/39/32/18
f) Colleges and universities were governed completely by their faculty and students 7/36/36/18
g) There were less emphasis on specialized training and more on broad liberal education 9/25/59/7

7. Do you feel that the administration of your department* is

Very autocratic	5
Somewhat autocratic	11
Somewhat democratic	30
Very democratic	55

*Here and hereafter, if you have a joint appointment, answer for your main department.

8a. Do you think your department is now

Too big	11
About right	68
Too small	21

8b. Do you think your institution is now

Too big	50
About right	39
Too small	9

9. How active are you (a) in your own department's affairs? (b) in the faculty government of your institution (committee memberships, etc.)? (Mark one in each column)

	A	B
Much more than average	27	21
Somewhat more than average	46	32
About average	18	29
Somewhat less than average	2	11
Much less than average	7	4

10. How much opportunity to you feel you have to influence the policies (a) of your department? (b) of your institution? (Mark one in each column)

	A	B
A great deal	46	0
Quite a bit	39	11
Some	9	73
None	7	16

11. How many of the people you see socially are:
(a) members of the faculty here?

Almost all	11
Most	34
About half	25
Some	27
None	2

(b) members of your department?

Almost all	5
Most	27
About half	16
Some	48
Almost none	2

12. What do you think of the emergence of radical student activism in recent years?

Unreservedly approve	0
Approve with reservations	55
Disapprove with reservations	36
Unreservedly disapprove	9

13. How would you characterize your attitude toward the 1970 strikes against the Cambodian invasion and Kent State killings?

Approved of the demonstrators' aims and methods	18
Approved of their aims but not their methods	59
Disapproved of their aims	21
Uncertain or mixed feelings	2
Indifferent	

14. What effect have student demonstrations on the Madison campus had on each of the following? (Mark one in each row)

1. Very favorable
2. Fairly favorable
3. Fairly harmful
4. Very harmful
5. No effect

	1	2	3	4	5
Your research	0	2	21	0	73
Your teaching	0	9	23	2	59
Your relations with departmental colleagues	0	11	25	0	64
Your relations with other colleagues	2	14	9	0	75
Your relations with students	2	27	16	0	52

Your view of your campus administration 2/23/41/9/21

Your institution's relations with the local community 0/4/36/52/2

15a. What role do you believe undergraduates should play in decisions on the following?

1. Control
2. Voting power on committees
3. Formal consultation
4. Informal consultation
5. Little or no role

	1 2 3 4 5
Faculty appointment and promotion	0/5/14/41/41
Undergraduate admissions policy	0/16/18/43/23
Provision and content of courses	0/9/39/46/7
Student discipline	7/59/18/7/7
Bachelor's degree requirements	0/16/34/34/16

b. What role do you believe graduate students should play in decisions on the following?

Faculty appointment and promotion	0/5/25/41/30
Departmental graduate admissions policy	0/16/23/43/18
Provision and content of courses	0/16/41/39/4
Student discipline	7/48/21/11/9
Advanced degree requirements	0/16/34/27/23

16. Please indicate your agreement or disagreement with each of the following statements.

1. Strongly agree
2. Agree with reservations
3. Disagree with reservations
4. Strongly disagree

	1 2 3 4
The normal academic requirements should be relaxed in appointing members of minority groups to the faculty here	5/34/25/36
Most American colleges and universities are sexist whether they mean to be or not	11/48/23/11
Public colleges and universities must be more responsive to public demands than are private institutions	18/68/14/0
Junior faculty members have too little say in the running of my department	2/18/41/39
A small group of senior professors has disproportionate power in decision-making in this institution	2/30/48/21
This institution would be better off with fewer administrators	14/39/32/16
There should be faculty representation on the governing board of this institution	52/23/11/9
Trustees' only responsibilities should be to raise money and gain community support	9/25/34/27
The administration here has taken a clear stand in support of academic freedom	41/43/14/2
Faculty unions have a divisive effect on academic life	18/34/23/25
Teaching assistants' unions have a divisive effect on academic life	21/36/32/11

Faculty members should be more militant in defending their interests 21/48/23/7

Collective bargaining by faculty members has no place in a college or university 9/21/43/27

Most rules governing student behavior here are sensible 30/52/9/7

Campus rules here are generally administered in a reasonable way 36/57/2/0

Students known to use marijuana regularly should be suspended or dismissed 2/9/27/59

Political activities by students have no place on a college campus 0/7/16/77

Student demonstrations have no place on a college campus 2/9/34/55

Students who disrupt the functioning of a college should be expelled or suspended 34/30/23/14

Most campus demonstrations are created by far left groups trying to cause trouble 7/27/46/18

College officials have the right to regulate student behavior off campus 0/14/21/64

Respect for the academic profession has declined over the past 20 years 21/55/18/5

A student's grades should not be revealed to anyone off campus without his consent 55/25/9/11

Faculty members should be free on campus to advocate violent resistence to public authority 23/11/23/34

Faculty members should be free to present in class any idea that they consider relevant 39/34/21/5

Campus disruptions by militant students are a threat to academic freedom 36/41/11/11

Corporate and military recruiting have a legitimate place on campus 30/57/7/7

17. Have you known of a case here within the past two years in which an individual's politics affected his chances for retention or promotion?

I know definitely of a case	25
I've heard of a case	16
I don't know of a case	57
I'm sure it hasn't happened	0

18. In what year did you obtain your highest degree?

1928 or before
1929-1933
1934-1938
1939-1943
1944-1948
1949-1953
1954-1958
1959-1963
1964-1966
1967 or later

19. Where did you obtain your academic degrees?

B. A._____
Ph.D._____

20. Where did you first teach?

_____

21. How long have you been employed at this institution?

1 year or less	5
2-3 years	9
4-6 years	18
7-9 years	11
10-14 years	14
15-19 years	16
20-29 years	25
30 years or more	2

22. At how many different colleges or universities have you been employed full-time (beyond the level of teaching or research assistant)?

None	7
One	46
Two	23
Three	16
Four	7
Five	2
Six	0
Seven or more	0

23. Comparing yourself with other academics of your age and qualifications, how successful do you consider yourself in your career?

Very successful	36
Fairly successful	59
Fairly unsuccessful	5
Very unsuccessful	0

24. In general, how do you feel about this instutution?

It is a very good place for me	77
It is fairly good for me	21
It is not the place for me	2

25. Do you think you could be equally satisfied with life in any other college or university?

Definitely yes	27
Probably yes	55
Probably no	14
Definitely no	5

26. If you were to begin your career again, would you still want to be a college professor?

Definitely yes	50
Probably yes	43
Probably no	7
Definitely no	0

27. Please indicate your agreement or disagreement with each of the following statements.

1. Strongly agfee
2. Agree with reservations
3. Disagree with reservations
4. Strongly disagree

	1 2 3 4
My field is too research oriented	2/9/36/52
I prefer teaching courses which focus on limited specialties to those which cover wide varieties of material	25/34/27/11
I consider myself an intellectual	30/41/16/11
I tend to subordinate all aspects of my life to my work	5/36/34/25
An individual's teaching and research inevitably reflect his political values	5/25/32/34
My commitments to different aspects of my job are the source of considerable personal strain	16/43/16/25
I am in frequent communication with people in my own academic specialty in other institutions	50/36/14/0

Many of the highest-paid university professors get where they are by being "operators", rather than by their scholarly or scientific contributions 9/34/39/18

Genuine scholarship is threatened in universities by the proliferation of big research centers 7/7/61/25

The concentration of federal and foundation research grants in the big institutions (mark each line)

1. is unfair to other institutions 7/11/48/34
2. is corrupting to the institutions that get them 0/29/36/32
3. contributes substantially to the advancement of knowledge 34/50/11/2

Many professors in graduate departments exploit their students to advance their own research 9/32/48/9

In my department it is very difficult for an individual to achieve tenure if he does not publish 61/23/9/5

Teaching effectiveness, not publications, should be the primary criterion for promotion of faculty 5/36/41/18

Faculty promotions should be based in part on formal student evaluations of their teachers 25/48/14/14

Classified weapons research is a legitimate activity on college and university campuses 5/30/23/43

27a. Do you feel more at ease dealing with female or male students?

Female	2
Male	5
No difference	91

28. Given the following four possible activities of academics, please mark the first three in order:
    1. According to their importance to you personally
    2. According to your understanding of what your institution expects of you

	Importance to Me		
	1st	2nd	3rd
Provide undergraduates with a broad liberal education	14	14	36
Prepare undergraduates for their chosen occupation	18	11	25
Train graduate or professional students	41	34	16
Engage in research	34	32	16

	Institution's Expectation		
	1st	2nd	3rd
Provide undergraduates with a broad liberal education	23	7	23
Prepare undergraduates for their chosen occupation	23	23	21
Train graduate or professional students	34	36	11
Engage in research	27	25	25

29. Within the past two years have you received an offer of another job or a serious inquiry about your availability for another position?

An offer	30
Not an offer, but a serious inquiry	41
Neither	30

30. In a normal week, what proportion of your work time is devoted to the following activities:

a. Administration (departmental or institutional, including committee work)

None	2
1-10%	39
11-20%	21
21-40%	27
41-60%	0
61-80%	2
81-100%	9

b. Consulting (with or without pay)

None	41
1-10%	50
11-20%	7
21-40%	2
41-60%	0
61-80%	0
81-100%	0

c. Outside professional practice

None	68
1-10%	23
11-20%	4
21-40%	0
41-60%	0
61-80%	0
81-100%	0

31. To how many academic or professional journals do you subscribe?

None	2
1-2	14
3-4	27
5-10	46
11-20	9
More than 20	0

32. How many articles have you published in academic or professional journals?

None	5
1-2	9
3-4	11
5-10	18
11-20	18
More than 20	39

33. How many books or monographs have you published or edited, alone or in collaboration?

None	34
1-2	39
3-4	16
5 or more	11

34. How many of your professional writings have been published or accepted for publication in the last two years?

None	11
1-2	25
3-4	34
5-10	23
More than 10	7

35. Do your interests lie primarily in teaching or in research?

Very heavily in research	7
In both, but leaning toward research	39
In both, but leaning toward teaching	39
Very heavily in teaching	14

36. Are you a member of any of the following organizations? (Mark all that apply)

American Federation of Teachers	0
American Association of University Professors	32
A National Education Association affiliate	7
United Faculty	11
Association of Faculty Women	5
A political party	34

37. Do you feel that there are circumstances in which a strike would be a legitimate means of collective action:

a. for faculty members

Definitely yes	16
Probably yes	39
Probably not	30
Definitely not	16

b. for teaching assistants

Definitely yes	18
Probably yes	39
Probably not	32
Definitely not	11

38. Please indicate your agreement or disagreement with each of the following statements.

1. Strongly agree
2. Agree with reservations
3. Disagree with reservations
4. Strongly disagree

	1 2 3 4
Where de facto segregation exists, black people should be assured control over their own schools	18/45/27/7
Most complaints by women on this campus are sour grapes- the result of women who are unable to cope with the demands of academic life	0/16/41/43
Racial integration of the public elementary schools should be achieved even if it requires busing	27/25/30/16
Meaningful social change cannot be achieved through traditional American politics	7/14/48/30
America is becoming too much of a youth oriented society	7/23/34/34
American deserters and dfaft dodgers who have left the U.S. to avoid military service should not be allowed back in the country unless they go to prison	5/11/25/55
Marijuana should be legalized	27/43/21/9
Each individual should have a guaranteed annual income	16/39/30/16
Some form of Communist regime is probably necessary for progress in underdeveloped countries	5/16/36/43
In the USA today there can be no justification for using violence to achieve political goals	36/25/32/5
The main cause of Negro riots in the cities is white racism	18/23/48/7
Legalized abortion is legalized murder	5/11/14/71

39. How active are you in the 1972 political campaigns:

a. before the conventions?

Very active	0
Fairly active	25
Not very active	46
Not active at all	30

b. after the conventions?

Very active	5
Fairly active	18
Not very active	50
Not active at all	27

40. 1. Left
2. Liberal
3. Middle-of-the-road
4. Moderately conservative
5. Strongly conservative

	1 2 3 4 5
a. How would you characterize yourself politically at the present time?	5/57/25/11/
b. What were your politics as a college senior	5/41/27/23/
c. What were your father's politics while you were growing up?	5/23/21/34/
d. What were your mother's politics while you were growing up?	2/18/23/36/
e. How would you describe the prevailing political sentiments of undergraduates here?	0/71/23/2/2

41. Whom did you vote for in 1968?

Humphrey	68
Nixon	21
Wallace	0
Another candidate	0
Did not vote	7
No answer	5

42. Who are you voting for in the 1972 elections?

McGovern	71
Nixon	21
Other	0

43. Have you ever been a member of a student political club or group?

Yes	23
No	75

44. Do you have a working association with any research institute or center within your institution?

Yes	39
No	59

63. In your department, are decisions other than personnel matters normally made by the vote of the whole department, including junior members?

Yes	No
86	14

65. a. Are you now chairman or head of your department?

Yes	No
11	89

b. IF No: Have you ever been chairman or head of a university or college department?

16	73

47. a. Do you hold a full-time administrative position outside your own department?

Yes	No
2	98

b. IF No: Do you hold a part-time administrative position outside your own department?

Yes	No
14	82

48. How would you rate each of the following?

1. Excellent
2. Good
3. Fair
4. Poor

	1 2 3 4
Your own salary	25/48/23/5
Your own graduate education	39/43/14/5
The academic reputation of your department outside your institution	50/45/2/2
At your institution	1 2 3 4
The intellectual environment	46/50/5/0
Faculty salary levels	2/48/43/7
Teaching load	7/66/21/2
Ratio of teaching faculty to students	5/52/34/7
The administration	7/57/32/0
The effectiveness of your campus senate or faculty council	5/48/41/7
General research resources (e.g., library, labs, computers, space, etc.)	30/43/23/5
Availability of research funds from all sources	16/52/27/5
Cultural resources	34/57/7/0
In your department	
The intellectual environment	27/59/14/0
Personal relations among faculty	39/39/23/0
Faculty/student relations	30/52/16/2

49. How often, on average, do you

1. Once a week or more
2. Two or three times a month
3. About once a month
4. A few times a year
5. Once a year or less

	1 2 3 4 5
See undergraduates informally (for meals, parties, informal gatherings)?	2/4/14/43/32
Spend 4 hours uninterruptedly on professional reading, writing or research?	61/14/14/2/9
Attend:	
1. A religious service	16/9/11/21/41
2. A concert	0/7/25/52/16
3. An "art" film	0/5/16/30/46
4. A play	0/2/21/59/16
5. An art exhibition	0/7/7/64/23
6. An athletic event	0/23/11/36/27

50. Do you consider yourself

Deeply religious	5
Moderately religious	32
Largely indifferent to religion	50
Basically opposed to religion	11

51. a. In what religion were you raised?

Protestant	71
Catholic	11
Jewish	11
Other	2
None	5
No answer	0

b. What is your present religion?

Protestant	36
Catholic	5
Jewish	7
Other	14
None	32
No answer	7

52. What is the highest level of formal education reached by your spouse? Your father? Your mother? (Mark one in each column)

S-Spouse F- Father M-Mother

	S	F	M
No spouse	14		
8th grade or less		0	22/11
Some high school		0	21/14
Completed high school		2	14/25
Some college		11	16/25
Graduated from college		21	11/18
Attended graduate or professional school		27	9/5
Attained advanced degree		23	7/2

53. What is (was) you father's (mother's) principal occupation? (Mark one)

	F	M
College or university teaching, research or administration		
Elementary or secondary school teaching or administration		
Other professional		
Managerial, administrative, semiprofessional		
Owner, large business		
Owner, small business		
Other white collar: clerical, retail sales		
Skilled wage worker		
Semi- and unskilled wage worker, farm laborer		
Armed forces		
Farm owner or manager		
Housewife		

54. What is your basic institutional salary, before tax and deductions, for the current academic year?

Below $7,000	0
$7,000 - $9,999	0
$10,000 - $11,999	0
$12,000 - $13,999	13.64
$14,000 - $16,999	18.18
$17,000 - $19,999	13.64
$20,000 - $24,999	22.73
$25,000 - $29,999	6.82
$30,000 and over	2.27
N. A.	

55. Is this based on

9/10 months	59
11/12 months	39

56. What is your marital status?

Married (once only)	71
Married (remarried)	11
Separated	0
Single (never married)	14
Single (divorced)	5
Single (widowed)	0

57. How many dependent children do you have?

None	32
One	16
Two	27
Three or more	25

58. What is your year of birth?

59. Your sex:

Male	86
Female	14

60. Your race:

White/Caucasian	100
Black/Negro/Afro-American	0
Oriental	0
Other	0

61. What is your academic department?

_____